Strategy 3: Using Graphic Organizers
Implementation Guide

Overview
Graphic organizers are made up of lines, arrows, boxes, and circles that show the relationships among ideas. These graphic organizers have the potential of helping students organize their thinking and their knowledge. While social studies textbooks contain many types of text, the largest portion is expository or informational. Expository text has five major structures: (1) cause and effect, (2) compare and contrast, (3) description, (4) problem and solution, and (5) sequence or chronological order. Four of these structures are highlighted in this activity.

The Strategy in Action
Students should complete the following steps to practice the strategy. Be sure to pass out copies of Activity Guide 3 before students begin their work.

Step 1: Preview the Text. Have students answer questions 1 and 2 on their activity guides. They should be directed to note signal words that may indicate the structure of text, major headings, and graphic signals such as italics or boldface type.

Step 2: Hypothesize Which Graphic Organizer Would Best Display the Information. Have students guess at which of the four graphic organizers might organize the ideas in the text best, depending on their purpose for reading. Be sure to remind students that the organizers can be modified to suit their purposes. They can complete this part either individually or in small groups.

Step 3: Read the Text. Now have the students read the passage on Hamilton Versus Jefferson.

Step 4: Create a Graphic Organizer. Working in small groups, have students create a graphic organizer that displays the ideas in the text.

Step 5: Present the Graphic Organizer. Small groups then present their graphic organizers to the class using an overhead transparency or chart. Remember there is no one best answer. Students may display their work differently depending on their purpose for reading and what they chose to emphasize.

Discussion
Once students have finished the activity, you may want to have a brief discussion with them about the assignment. Encourage students to probe why they chose the graphic organizer they did and how graphic organizers can help them organize ideas.
Answers to the Student Activity Guide

Part A:
1. Answers may vary, but students should note some of the following points: the word “versus” in the title indicates some type of opposition or contrast. This is reinforced by the repetition of the word “differences.” In addition, a quotation from each man supports his viewpoint.

Part B:
2. Students fill out their graphic organizer. It should show a compare/contrast relationship, although students could justify the problem/solution organizer if they created one for each man. A sample compare/contrast graphic organizer follows:

Hamilton Versus Jefferson

- strong central government
- little faith in common man

believed in democracy

- protect power of states
- people should rule country

3. Students present their graphic organizer to the class.
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Part A: Answer the following questions BEFORE you read the text.

1. What did you notice while previewing this selection (such as any signal words, text structure, or graphic signals)?

________________________________________________________________________

________________________________________________________________________

2. Which type of graphic organizer shown below do you think would best display the ideas in the text? Remember you can change the graphic organizer to fit the ideas in the text. For example, there may be 4 or 5 causes and only one effect. Or, you may wish to display causes, an effect, and more causes.

![Graphic Organizers Diagram]

Reading Strategy 3
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Part B: Now read the text. Once you have finished, create a graphic organizer of the ideas in the text and present it to the class.

Hamilton Versus Jefferson
Alexander Hamilton and Thomas Jefferson did not cooperate for long. Soon their political differences put them on opposite sides in President Washington’s new cabinet.

The differences between the two men were long-standing. Hamilton believed in a strong central government, while Jefferson wanted to protect the powers of the states. Their conflict went deeper than this, however, for it reflected fundamental differences in their opinions about democracy. Although he came from humble beginnings, Hamilton had little faith in the common person. He once said that “the people are turbulent [disorderly] and changing; they seldom judge or determine right.” Hamilton wanted a strong central government that balanced power between the “mass of the people” and wealthier citizens by appealing to the greed and self-interest of both. As he explained:

“We must take man as we find him, and if we expect him to serve the public, [we] must interest his passions in doing so. A reliance on pure patriotism has been the source of many of our errors. . . . One great error is that we suppose mankind more honest than they are.”

Hamilton believed that his practical approach would protect everyone’s liberties while keeping the people from having too much power.

Jefferson disagreed strongly with Hamilton on the average citizen’s ability. While he admitted that “the people can not be all, and always, well informed,” Jefferson firmly defended the right of the people to rule the country:

“It is my principle that the will of the Majority should always prevail [win]. . . . [I am] convinced that on their good sense we may rely with the most security for the preservation of . . . . liberty.”
Now, create your graphic organizer in the space below.